

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: DVST 150 Introduction to Higher Education

Instructor(s) of Record: Dr. Danhua Wang

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Received

Received

OCT 18 2010

SEP 24 2010

Liberal Studies

Liberal Studies

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Wang has always been interested in the role of technology in teaching and learning. She published an article in a peer-reviewed journal investigating online learning. In May 2009, Dr. Wang completed a Moodle workshop and has used the learning management system in her courses ever since. In the same year, Dr. Wang proposed and received approval for an online version of DVST 170: Career Exploration. As a faculty member, Dr. Wang has taught CUSP (the one-week intensive form of DVST 150) several times during her career in the IUP Department of Developmental Studies.

In addition, the University Online Learning Specialist will be providing support, training, and advisement to the instructor in the development and teaching of the course. This will be done through phone and electronic contact/meetings.

2. How will each objective in the course be met using distance education technologies?

DVST 150 makes extensive use of Moodle, the University learning management system and its course tools for content delivery, quizzing, and assignment submission. Course modules will include chapter study guides to direct students' attention to important content and to reinforce their attainment of the content with feedback. Students will be evaluated via chapter quizzes, module assignments, and a research paper.

More specifically, the means by which each course objective will be met via distance education technologies is summarized below:

Students will understand the changing roles of higher education in American society, and the impact that the changes have had on women and ethnic minorities.

Students will receive the course content on the impact of higher education through selected chapters in the course textbook titled *A History of American Higher Education* and a course module, including

a study guide to direct students' attention to the important social changes, posted to the Moodle course page. Students will receive feedback on this content through participation in a Moodle quiz and by posting their personal responses to a Moodle discussion forum on the topic. Students will be evaluated on this objective through completion of a research paper that identifies two social changes attributed to American higher education and submit the paper to the instructor through the Moodle assignment tool.

Students will understand the value of both liberal studies and career preparation courses in the higher education curriculum, and the emphases placed on these at IUP.

Students will receive the course content on the value of liberal studies through selected chapters in the course textbook titled *A History of American Higher Education* and a course module, including a study guide to direct students' attention to the relevant information, posted to the Moodle course page. Students will receive feedback on this material by taking a Moodle quiz. Students will be evaluated on this objective through an elaborate personal response to a Moodle discussion forum on this topic.

Students will understand the major academic, social, and psychological adjustments characteristic of first-year students. They will apply a decision-making model to the development of academic and personal goals.

Students will receive the course content on this topic through a chapter in the course textbook titled *College Rules!...* and a course module, including a study guide to direct students' attention to the expectations of college and necessary adjustments they have to make, posted to the Moodle course page. Students will receive feedback on this material by taking a Moodle quiz on this information. Students will be assessed on this objective by posting to the Moodle forum a 250-word self-examination paper that lists major differences between high school and college, challenges in the first year, strategies to cope with the challenges, and possible effects in relation to the decision to go to college.

Students will analyze their learning/personality styles and how these styles correspond to academic and personal development.

Students will complete an online questionnaire called VARK (<http://www.vark-learn.com/english/page.asp?p=questionnaire>). Instructions for completing the VARK activity will be available through a content module posted on the Moodle course page. This 16-item self-report questionnaire assesses students' learning preferences such as visual and auditory. Students will complete the online questionnaire and a 200-word explanation of how they will take advantage of the preferred learning style to enhance learning. The explanation will be submitted to the instructor via the Moodle assignment tool.

Students will understand/ develop an educational plan based on decision-making and goal-setting models, resources, learning/personality styles, and cognitive processing styles.

Students will receive the course content on this topic through the current IUP Undergraduate Catalog and a course module, including a study guide to direct students' attention to the graduation and major requirements, posted to the Moodle course page. If the student is undecided, he or she will be advised to choose a major corresponding to his/her current interests or academic strengths.

Students will receive feedback on this material by taking a Moodle quiz. Students will be evaluated on this objective by composing a plan for a course of study for each academic year based on the academic requirements outlined in the Liberal Studies guidelines and the requirements of their chosen major. The plan will be submitted to the instructor via the Moodle assignment tool.

3. How will instructor-student and student-student, if applicable, interaction take place?

Considering the individual nature of learning styles, the instructor will focus on monitoring individual students' understanding of the course content and assisting them in completing their assignments. The instructor-student interaction will take place via e-mail, telephone, Moodle assignments and forums, and online office hours.

During the semester, students will be required to post their responses to selected chapters and the self-examination papers to the Moodle forums. Students will then be able to review and comment on their peers' reactions to their own situation and interpretations of the course content. This student-student interaction allows them to learn from one another, creating a strong sense of a learning community. In addition, a student forum will be created for students to post their questions, voice their opinions, and share their learning experiences.

4. How will student achievement be evaluated?

Student achievement in the course will be evaluated in the following ways:

- **Self-Examination Paper (20%)**—Students will write a 250-word self-examination paper and post it to the Moodle forum. This paper will include 1) the major differences between high school and university; 2) the individual challenges they have faced in their first year due to the differences; 3) their individual strategies to cope with the challenges; and 4) the possible impact of higher education on their lives in relation to their decision to go to college. Grading is based on the content of and the coherence among subtopics. Instruction is provided in an assignment module located in the Moodle course page. The due date is included in the course schedule detailed in the course syllabus.
- **A Plan for Your Course of Study (15%)**—Students will acquaint themselves with the academic requirements of the University and set their academic goals in accordance with these requirements. This involves reviewing the Liberal Studies requirements as well as the requirements of the students' chosen majors. Students who are undecided will be encouraged to choose a major corresponding to their current interests or academic strengths. The current IUP Undergraduate Catalog will be recommended as a resource for preparing this material. Students will outline their goals, detailing their tentative coursework for each academic year. Grading is based on accuracy of the requirements and relevance between the academic requirements and academic goals. Instruction is provided in an assignment module located on the Moodle course page. Due dates are included in the course schedule detailed in the course syllabus.
- **Quizzes (15%)**—Quizzes, covering course content and relevant information from *The Source* and the IUP Undergraduate Catalog, are outlined in each content block of the Moodle course page, as well as the course schedule. Quizzes are graded automatically; student scores will be

shown upon quiz submission, along with the correct answers. Due dates are included in the course schedule detailed in the course syllabus.

- **Discussion Postings (15%)**—For select modules, post to the Moodle forum what you have learned or your response to the presented information. Grading is based on your fulfillment of the required information. Due dates are included in the course schedule and indicated in the corresponding Moodle content block. Due dates are included in the course schedule detailed in the course syllabus.
- **VARK (10%)**—VARK is a 16-item self-report questionnaire that assesses students' learning preferences, such as visual and auditory. This assignment has two components: a) completion of the VARK questionnaire at <http://www.vark-learn.com/english/page.asp?p=questionnaire> and b) a 200-word explanation of how students would take advantage of the preferred learning style to enhance learning at college. Grading will be based on student completion of the questionnaire and explanation of their preferred learning styles in relation to their college learning. The due date is listed in the course schedule detailed in the course syllabus.
- **Essay (25%)**—Students will write a 500-word essay in which they identify at least two areas of American higher education that resulted in instrumental changes in American society. Thelin's book is a recommended source to start your essay. Grading is based on the significance of the social change, clarity and cohesiveness of expression, and proper grammar and spelling. Instruction is provided in an assignment module located in the Moodle course page. The due date is included in the course schedule detailed in the course syllabus.

5. How will academic honesty for tests and assignments be addressed?

Academic integrity will be maintained using a variety of methods. These methods include the use of informal writing assignments and testing controls available in Moodle. Additionally, students will be informed of policies pertaining to academic integrity and expected to take a quiz regarding course policies to assure their understanding. The following statement will be included among the course policies in the course syllabus:

Academic Integrity Policy

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. Violations of academic integrity include:

- *Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.*
- *Using unauthorized materials and resources during quizzes and tests.*
- *Possessing course examination materials without the prior knowledge of the instructor.*

sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

[Signature] 9/22/10
Signature of Department Designee Date

Endorsed: *Mary Ann Rafath*
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail Schust 10/13/10
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

[Signature] 10/15/10
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

- *Plagiarism, which is the use of papers, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.*
- *Engaging in behaviors that are disruptive or threatening to others.*
- *Using computer technology in any way other than for the purposes intended for the course.*

Please note that the IUP faculty uses a variety of technologies to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies or as a PDF online at <http://www.iup.edu/registrar/catalog>.

The methods to be employed for each type of assessment are included below.

- **Commitment to Course Policies**—This assignment will be given at the onset of the course to make sure that students understand and will commit to follow the course policies and expectations.
- **Informal Writing Assignment**—This assignment will be given at the onset of the course and will serve to establish a baseline writing sample for comparison on other course assignments.
- **Quizzes**—Quizzes will make extensive use of Moodle testing control features, including short testing times, limited test availability, randomized questions, a multi-question test pool, and secure test window. Each quiz in the course also includes the academic integrity policy and spells out the procedure for taking online tests.

In addition to the above methods, chapter quizzes will receive a reasonable weight relative to other individualized assignments (see the response to question #4 for detailed information about grade distribution).

- **Writing Assignments**—These assignments are designed to test students' ability to apply the course content to their individual situations. For instance, the 250-word self-examination paper will document students' understanding of the major differences between high school and college, the challenges they face in their first year due to the differences, and the strategies they will adopt to cope with these challenges. Moreover, all the other papers should be consistent in the student's writing style. Any noticeable variation can be captured through comparison to alert for possible violations of academic integrity.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the

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Syllabus of Record (Revised 2002)
DVST 150 Introduction to Higher Education

I. CATALOG DESCRIPTION

DVST 150 Introduction to Higher Education

1 Class Hour

0 Lab Hours

1 Credit

(lc-01-lcr)

Introduces students to the system of higher education and skills that promote effective educational planning and academic success. Orients students to the systems, resources, policies, and procedures of IUP and to the Liberal Studies curriculum. Emphasizes goal-setting, decision-making, self-monitoring, and time-management skills.

II. COURSE OBJECTIVES

- 1. Students will understand the changing roles of higher education in American society, and the impact that the changes have had on women and ethnic minorities.**
- 2. Students will understand the value of both liberal studies and career preparation courses in the higher education curriculum, and the emphases placed on these at IUP.**
- 3. Students will understand the major academic, social, and psychological adjustments characteristic of first-year students.**
- 4. Students will be able to apply a decision-making model to the development of academic and personal goals.**
- 5. Students will analyze their learning/personality styles and how these styles correspond to academic and personal development.**
- 6. Students will analyze their cognitive processing styles and how these correspond to academic and personal development.**
- 7. Students will develop an educational plan based on decision-making and goal-setting models, resources, learning/personality styles, and cognitive processing styles.**

III. COURSE OUTLINE

A. History/Purposes/Organization of Higher Education (4.5 hours)

1. Historical overview of American higher education
 - a. Changing purposes
 - b. Changing models
 - c. Changing clientele
2. Curriculum overview
 - a. Core curriculum
 - b. Career preparation
 - c. IUP requirements
3. Values and criticisms of college education

B. Higher Education as a Developmental Process (4.5 hours)

1. Adjustment issues of first-year students
 - a. Academic
 - b. Social
 - c. Personal
2. Decision-making issues
 - a. Model
 - b. Students' rights and responsibilities
 - c. Values clarification
3. Educational objectives & educational planning
 - a. Goal-setting & evaluation model
 - b. Relationships between the curriculum/co-curriculum
 - c. Educational planning model

C. Issues in College Student Success (5 hours)

1. Learning & studying at the college Level
 - a. Active learning strategies
 - b. Relationship of academics to personal/social issues
2. Model of Problem Solving
 - a. Processes of thinking/problem-solving
 - b. Reasoning strategies

D. Final Exam

IV. EVALUATION METHODS

The final grade will be determined as follows:

- 65%: Application Assignments (minimum of 8)
- 15%: Self Assessment paper
- 10%: Quizzes
- 10%: Final

V. ATTENDANCE POLICY

Students are expected to attend class. As per the IUP Attendance Policy as outlined in the catalogue, students will be permitted one (1) excused absence for this course. Individual instructors will determine the affect upon the total grade of any unexcused absences.

VI. REQUIRED READINGS

Textbooks:

Lipsky, S. & Winstead, S. (2000). College Success: A Focus on the First Year.
Dubuque, Iowa: Kendall/Hunt (primary text).

Lipsky, S.& Winstead, S.(2000). Managing Your Time: An Academic Year Planner.
Dubuque, Iowa: Kendall/Hunt. (A Supplement to the Text: College Success:
A Focus on the First Year.)

Indiana University of Pennsylvania Undergraduate Catalogue (Current Edition).

Supplemental Readings:

Carranza, C. (2000). Listen to What Students Say. Dubuque, Iowa: Kendall/Hunt
(supplementary text).

Ahrens, R. & White, E.M. (Sept/Oct 1989). "European vs. american higher
education". Change. (53-55)

Rudolf, F. (1990). The American College & University: A History. Athens: The
University of Georgia Press.

VII. SPECIAL RESOURCE REQUIREMENTS

For sections of this course reserved for LEC advisees, the LEC and Act 101 department budgets will provide funds for consumable copies of the Myers-Briggs Type Indicator.

BIBLIOGRAPHY

Astin, A. W. (1985). Achieving Educational Excellence. San Francisco: Jossey-Bass.

Barefoot, B.O., Fidler, P.P. (1996). The 1994 national survey of freshman seminar programs: continuing innovations in the collegiate curriculum. The Freshman Year Experience, no. 1996. Columbia: University of South Carolina.

Barefoot, B.O., Warnock, C.L., Dickinson, M.P., Richardson, S.E., Roberts, M.R. (1998). Exploring the evidence: reporting outcomes of freshman seminars. The freshman Year Experience Vol. II, no., 25. Columbia: National Resource Center for the Freshman year Experience, University of South Carolina.

Barrow, J. C. (1986). Fostering Cognitive Development of Students: San Francisco: Jossey-Bass.

Braxton, J.M. (2000). Reworking the Student Departure Puzzle. Nashville, TN: Vanderbilt University Press.

Boyer, E. (1988). College: The Undergraduate Experience in America. Scranton, PA: Harper & Row.

Carnegie Foundation for the Advancement of Teaching (1987). Missions of the College Curriculum. San Francisco: Jossey-Bass.

Carranza, C. & Ender, S. Responding to student needs: A seamless approach. In Student Academic Services in Higher Education: A Comprehensive Handbook for the 21st Century. San Francisco: Jossey Bass. (In press).

Chickering, A. W. & Associates (Eds.). (1981). The Modern American College. San Francisco: Jossey-Bass.

- Cuseo, J.B. (1991). The freshman orientation seminar: A research-based rationale for its value delivery, and content. The Freshman Year Experience, no. 4. Columbia: National Resource Center for The Freshman Year Experience, University of South Carolina.
- DeCoster, D. A., & Mable, P. (Eds.). (1981). Understanding today's students. New Directions for Student Services, no. 16. San Francisco: Jossey-Bass.
- Evans, N. (Ed.). (1985). Facilitating the Development of Women. New Directions for Student Services, no. 29. San Francisco: Jossey-Bass.
- Hamid, S.(ed). (2001). Peer leadership a primer on program essentials. The First Year Experience, no. 32. South Carolina: National Resource Center for the First-Year Experience & Students in Transition, University of South Carolina.
- Fleming, J. (1985). Blacks in College. San Francisco: Jossey-Bass.
- Levitz, R. & Noel, L. (1989). Connecting students to institutions: Keys to retention and success. The Freshman Year Experience. Upcraft, M.L., Gardner., J.N. & Associates, Jossey-Bass:San Francisco.
- Knefelkamp, L., Widick, C., & Parker, C. A. (Eds.). (1978). Applying New Developmental Findings. New Directions for Student Services, no. 4. San Francisco: Jossey-Bass.
- Levine, A. (Ed.). (1978). Handbook on Undergraduate Curriculum. San Francisco:Jossey-Bass.
- May, R. J., & Scher, M. (Eds.). (1988). Changing roles for men on campus. New Directions for Student Services, no. 42. San Francisco: Jossey-Bass.
- Newton, F. (1998). The stressed student. About Campus, 3(2), 4-10.
- Noel, L., Levitz, R., Saluri, D., & Associates. (1986). Increasing Student Retention. San Francisco: ossey-Bass.
- Pascarella, E.T., Terenzini, P. & Wolfe, L.M. (1986). Orientation to college and freshman year persistence/withdrawal decision. Journal of Higher Education, 57, 155-175.

- Provost, J., & Anchors, S. (1987). Applications of the Myers-Briggs Type Indicator in Higher Education. Palo Alto, CA: Consulting Psychologists Press.
- Rudolph, F. (1990). The American College and University: A History. NY: Random House.
- Schroeder, C. (2000). Understanding today's students in a changed world. Priorities, 15, 1-14.
- Simmons, R. (1994). Precollege programs: A contributing factor to university student retention. Journal of Developmental Education, 17(3), 41-45.
- Stice, J. E. (Ed.). (1987). Developing Critical Thinking and Problem-Solving Abilities. New Directions for Teaching and Learning, no. 30. San Francisco: Jossey-Bass.
- Tinto, V. (1999). Taking retention seriously: Rethinking the first year of college. NACADA Journal, 19 (2), 5-9.
- Upcraft, M. L., Gardner, J. N. (1989). The Freshman Year Experience: Helping Students Survive and Succeed in College. San Francisco: Jossey-Bass.
- Wright, D. J. (Ed.). (1987). Responding to the Needs of Today's Minority Students. New Directions for Student Services, no. 38. San Francisco: Jossey-Bass.

DVST 150: Introduction to Higher Education

Syllabus

Instructor: Dr. Danhua Wang
Indiana University of Pennsylvania
201 Pratt Drive
203 Pratt Hall
Indiana, PA 15705
Phone: 724-357-2729
Email: dwang@iup.edu

Online Office Hours: Tuesdays and Thursdays, 11 a.m. to 12 p.m. Eastern Time (ET) or by appointment

[Course Description](#) | [Course Objectives](#) | [Textbooks and Materials](#) | [Require Technology Skills and Software](#) | [Technical Support](#) | [Participation Requirements](#) | [Student Evaluation](#) | [Grading](#) | [Course Schedule](#) | [Bibliography](#)

Course Description

Title: DVST 150 Introduction to Higher Education

Credit: 1

Introduces students to the system of higher education and to skills that promote effective educational planning and academic success. Orients students to the systems, resources, policies, and procedures of IUP and to the Liberal Studies curriculum. Emphasizes goal-setting, decision-making, self-monitoring, and time-management skills.

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Course Objectives

- Students will understand the changing roles of higher education in American society, and the impact that the changes have had on women and ethnic minorities.
- Students will understand the value of both liberal studies and career preparation courses in the higher education curriculum, and the emphases placed on these at IUP.
- Students will understand the major academic, social, and psychological adjustments characteristic of first-year students.
- Students will be able to apply a decision-making model to the development of academic and personal goals.
- Students will analyze their learning/personality styles and how these styles correspond to academic and personal development.

- Students will analyze their cognitive processing styles and how these correspond to academic and personal development.
- Students will develop an educational plan based on decision-making and goal-setting models, resources, learning/personality styles, and cognitive processing styles.

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Textbooks and Material

Required

- Nist-Olejnuk, S. & Holschuh, J. (2007, 2nd ed.). *College Rules!: How to Study, Survive, and Succeed in College*. Berkeley, CA: Ten Speed Press. ISBN-10: 1580088384; ISBN-13: 978-1580088381
- Thelin, J. R. (2004). *A History of American Higher Education*. Baltimore: Johns Hopkins University Press. ISBN-10: 0801880041; ISBN-13: 978-0801880049
- *The Source* at <http://www.iup.edu/page.aspx?id=55857>
- *IUP Undergraduate Catalog* at <http://www.iup.edu/registrar/catalog/>

Supplemental

- The following workbook provides you with some extra activities to assist you in reflecting and in planning your college career: Lipsky, S. & Winstead, S. (2009). *Introduction to Higher Education*. New York: Pearson Custom Publishing. ISBN-10: 0-558-22571-3; ISBN-13: 978-0-558-22571-3 (order from the [IUP Co-op Store](#))

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Required Technology Skills and Software

Technology Skills

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use Moodle system and its associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use Internet communication tools, specifically the IUP e-mail system (iMail)
- The ability to attach files to an e-mail message
- The ability to use presentation (e.g., PowerPoint) and word processing software
- The ability to demonstrate netiquette (appropriate online conduct)

Software

The following software is required in order to view course content and to participate in planned course activities. If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking on the following links:

[Adobe Reader](#)



[Flash Player](#)



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Technical Support

To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's IT Support Center (<http://www.iup.edu/itsupport>) at 724-357-4000 Monday through Friday between 7:30 a.m. and 5:30 p.m. ET. You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received.

If you experience issues outside of the normal helpdesk hours, you can also submit your error via e-mail at it-support-center@iup.edu or via electronic form available online at <http://www.iup.edu/itsupportcenter/help>.

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Participation Requirements

Course Participation

Course weeks run from Sunday at midnight to Friday at 11:59 p.m. ET. Because this is a Web-based course, you will have some discretion as to what pace you can effectively learn the material presented. You are encouraged, however, to follow the course schedule as outlined in this syllabus. Assignments presented during the course week are designed for you to practice the skills presented in the class and to receive feedback from the instructor. The due dates for assignments are outlined in the course syllabus. After the due date, the assignment submission tool will no longer be available. In other words, **late assignments will not be accepted**. If you believe you have a legitimate reason for the late submission, you need to explain the situation via e-mail to the instructor. The instructor will make a decision on a case-by-case basis as to whether the late assignment will be accepted.

Course Commitment

The degree of your commitment to a course usually predicts the likelihood of your success in the course. Course commitment means that you understand and accept the course objectives and policies and the instructor's expectations outlined in the syllabus. The content section of the welcome block of the DVST 150 Moodle course page presents several documents and activities. Please read these documents carefully, as they are designed to communicate important policies and procedures to help you be successful in the course.

Online Etiquette

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the traditional classroom setting, what you say in the online environment is documented and not easily erased or forgotten. Students are expected to follow these netiquette guidelines for the course:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all postings before posting your responses to discussion topics so as to not repeat information.
- Keep comments brief and to the point. If longer comments are necessary, use <more> to indicate lengthy messages and <end> when you are finished.
- Focus on one topic at a time when chatting or posting to discussions.
- Choose your words and discussion topics carefully.
- Course e-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within course e-mail.
- When posting, make sure to check grammar and spelling before submitting your post.

Students with Disabilities

If you are a student who has a documented disability and need special accommodations, the instructor will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in the class. Please advise the instructor in the first week of the semester regarding the disability and the desired accommodations. Assistance for individuals with disabilities is available through IUP Disability Support Services at 724-357-4067 or at <http://www.iup.edu/disabilitysupport>.

Academic Integrity Policy

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity:

- Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Using unauthorized materials and resources during quizzes and tests.
- Possessing course examination materials without the prior knowledge of the instructor.
- Plagiarism, which is the use of papers, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.
- Engaging in behaviors that are disruptive or threatening to others.
- Using computer technology in any way other than for the purposes intended for the course.

Please note that the IUP faculty uses a variety of technologies to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Undergraduate Catalog, which is available at <http://www.iup.edu/registrar/catalog/>.

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Student Evaluation

Students are evaluated according to the following methods:

- **Self Examination (20%)**—Write a 250-word self-examination paper and post it to the Moodle forum. Your paper will include 1) the major differences between high school and university; 2) challenges you have faced in your first year due to the differences; 3) your strategies to cope with the challenges; and 4) the possible impact of higher education on your life in relation to your decision to go to college. Grading is based on the content of each and coherence among the subtopics. Instruction is provided in an assignment module located on the Moodle course page. The due date is included in the Course Schedule at the end of this syllabus.

- **A Plan for Your Course of Study (15%)**—Acquaint yourself with the academic requirements of the University and set your academic goals in accordance with these requirements. Examine the Liberal Studies requirements and the requirements of your chosen major. If you have not yet chosen a major, choose a major corresponding to your current interests or your academic strengths. The current IUP Undergraduate Catalog is your best source. In view of the identified academic requirements, outline your goals detailing your tentative coursework for each academic year. Grading is based on accuracy of the requirements and relevance between the academic requirements and your academic goals. Instruction is provided in an assignment module located on the Moodle course page. The due date is included in the Course Schedule at the end of this syllabus.
- **Quizzes (15%)**—Quizzes, covering course content and relevant information from *The Source* and the Undergraduate Catalog, are outlined in each content block of the Moodle course page. Quizzes are graded automatically; your score will be shown upon submission of your answers, along with the correct answers. Due dates are included in the Course Schedule at the end of this syllabus.
- **Discussion Postings (15%)**—For select modules, post to the Moodle forum what you have learned or your response to the presented information. Grading is based on your fulfillment of the required information. Due dates are included in the Course Schedule at the end of this syllabus.
- **VARK (10%)**—VARK is a 16-item self-report questionnaire that assesses your learning preferences, such as visual and auditory. This assignment has two components: a) completion of the VARK questionnaire at <http://www.vark-learn.com/english/page.asp?p=questionnaire> and b) a 200-word explanation of how you might take advantage of your preferred learning style to enhance learning at college. Grading will be based on your completion of the questionnaire and your explanation of your learning style in relation to your college learning. The due date is listed in the Course Schedule at the end of this syllabus.
- **Essay (25%)**—Write a 500-word essay in which you identify at least two areas of American higher education that resulted in instrumental changes in American society. Thelin's book is a recommended source to start your essay. Grading is based on the significance of the social change, clarity and cohesiveness of expression, and proper grammar and spelling. Instruction is provided in an assignment module located in the Moodle course page. The due date is included in the Course Schedule at the end of this syllabus.

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Grading

The following grading scale is used:

90%-100% = A

80%-89% = B

70%-79% = C

60 %-69% = D

Below 60% = F

Incomplete Grades

Incompletes will be granted only in the event of a “major life crisis.” The instructor reserves the right of judgment as to what qualifies as a “major life crisis.”

Withdrawal Grades

According to IUP policy, if you wish to receive a withdrawal (W) grade for the course, you must do so by the University deadline for processing withdrawals, which can be found on the IUP URSA page in the academic calendar. The student who fails to withdraw by the deadline must file for a deadline waiver through the dean of his or her college and provide documentation of catastrophic circumstances preventing the student from completing the course/semester. In the event withdrawal would be required, failure to process a withdrawal will result in a failing grade for the course.

Disagreement with Awarded Grade

If you disagree with the awarded grade or feel an error exists in the grade calculation, contact your instructor to arrange a conference regarding your grade.

Change of Grade

Once earned grades have been recorded, they may be changed only in the case of clerical and/or calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students. The deadline for corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded.

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Course Schedule

Week	Topics
1	<p>Moodle Content: Introduction to DVST 150</p> <p>Readings:</p> <ol style="list-style-type: none">1) Syllabus2) A Brief Introduction to Moodle (in Moodle) <p>Quiz: Commitment to Course Policies</p> <p>Assignment Due: Self-Introduction Writing Assignment</p>
2	<p>Moodle Content: College vs. High School</p> <p>Readings:</p> <ol style="list-style-type: none">1) <i>College Rules</i>: Chapter 12) <i>The Source</i>: Academic Integrity3) <i>A Focus on the First Year</i>: Chapter 1 <p>Quiz: Academic Integrity</p> <p>Discussion Posting: College vs. High School</p>
3	<p>Moodle Content: Making Major Decisions</p> <p>Readings:</p> <ol style="list-style-type: none">1) <i>College Rules</i>: Chapter 52) <i>The Source</i>: Computing Policies3) <i>A Focus on the First Year</i>: Chapter 2 <p>Quiz: Computing Policies</p> <p>Discussion Posting: Making Major Decisions</p>

Week	Topics
4	<p>Moodle Content: Academic Requirements Reading: Undergraduate Catalog</p> <ul style="list-style-type: none"> ▪ Academic Policies ▪ Requirements for Graduation ▪ Requirements for Your Major <p>Quiz: Academic Requirements Assignment Due: Self-Examination Paper</p>
5	<p>Moodle Content: A Plan for Your Course of Study Readings:</p> <ol style="list-style-type: none"> 1) College Rules: Chapter 4 2) The Source: Change of Major Procedure, Final Exam, & Grade Appeal Policies 3) A Focus on the First Year: Chapter 4 <p>Quiz: Change of Major Procedure, Final Exam, & Grade Appeal Policies</p>
6	<p>Moodle Content: Understanding How You Learn Reading: College Rules: Chapters 10 & 11</p> <p>VARK: http://www.vark-learn.com/english/page.asp?p=questionnaire Discussion Posting: Understanding How You Learn Assignment Due: A Plan for Your Course of Study</p>
7	<p>Moodle Content: Understanding Your Professors' Expectations Reading: College Rules: Chapters 3 & 13</p> <p>Discussion Posting: Understanding Your Professors' Expectations Assignment Due: VARK</p>
8	<p>Moodle Content: Policies and Rights Reading: The Source</p> <ul style="list-style-type: none"> ▪ Withdrawal Policies (Individual Course, Involuntary, University) ▪ Policies & Regulations Regarding Student Behavior ▪ Student Rights, Freedoms, & Responsibilities <p>Quiz: Policies and Rights</p>

Week	Topics
9	Moodle Content: Active Reading Reading: 1) <i>College Rules</i> : Chapters 16 & 17 2) <i>A Focus on the First Year</i> : Chapter 5 Discussion Posting: Active Reading
10	Moodle Content: Remembering What You Read and Heard Reading: <i>College Rules</i> : Chapters 15 & 18 Discussion Posting: Note-Taking Skills
11	Moodle Content: Solving Problems and Setting Goals Reading: 1) <i>College Rules</i> : Chapters 8 & 9 2) <i>A Focus on the First Year</i> : Chapter 8 Quiz: Solving Problems and Setting Goals
12	Moodle Content: The Value of Liberal Studies Reading: <i>College Rules</i> : Chapters 6 & 19 Quiz: Value of Liberal Studies Discussion Posting: Value of Liberal Studies
13	Moodle Content: Impact of American Higher Education Reading: <i>A History of American Higher Education</i> : Chapters 3 & 4, paying close attention to the following sections: <ul style="list-style-type: none"> ▪ Women and Higher Education ▪ Coeducation and Women ▪ Interregional Philanthropy and the Black Colleges ▪ An Overlooked Contribution ▪ Characteristics of the Great Modern American University ▪ Women as University Scholars ▪ From Heroic Chaos to Coordination and Standards Quiz: Impact of American Higher Education (1)

Week	Topics
14	Moodle Content: Impact of American Higher Education Reading: <i>A History of American Higher Education</i> : Chapters 5 & 6, paying close attention to the following sections: <ul style="list-style-type: none"> ▪ Women’s Colleges ▪ The “Collegiate Ideal” and Black Colleges ▪ Exclusion and Selective Admission ▪ The New Women’s Colleges ▪ African Americans and Higher Education Quiz: Impact of American Higher Education (2)
15	Moodle Content: Review Discussion Posting: A Renewed View of My University Career Assignment Due: Essay

* This is a tentative schedule of class activities and deadlines over the course of the semester and is subject change.

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Bibliography

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Introduction to DVST 150: Intro to Higher Education

Table of Contents

Use the links below to jump to the individual sections of this module:

[Overview](#) | [Objectives](#) | [Lesson Guide](#) | [Assessment](#)

Overview

Welcome to DVST 150: Introduction to Higher Education. In this course, you will be learning about the changing roles of higher education in American society, the value of the liberal studies curriculum, and the academic, social, and psychological adjustments typical of most first-year students. You will also be learning strategies to develop your academic and personal goals, analyzing your learning/personality style, and using the style to enhance your academic and personal achievement.

Before our time together, please take some time to review the material presented in this module. The [syllabus](#) and other materials will help you to get a sense of what to expect over the coming weeks. Additionally, there are assignments built into this module to help me get to know you and what you hope to get out of this course.

I look forward to our working together. Please feel free to contact me if you have any questions regarding this course or the [syllabus](#).

Best regards,

Dr. Danhua Wang

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Objectives

At the completion of this unit, the student will

- Demonstrate an understanding of the course syllabus.
- Commit to the expectations set forth in the syllabus and course introduction.
- Express his or her interests in or concerns about higher education.

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Lesson Guide

The following activities are designed not only to familiarize you with the course policies and expectations but to give the instructor an opportunity to get to know you and your interest and intent for taking this course. The due dates for all activities are outlined in the class schedule in the course [syllabus](#). It is highly recommended that you complete the following *prior to* the first official day of class:

Course Policy Review

Read the course [syllabus](#) posted in the welcome block of the DVST 150 Moodle course page. Please read carefully and note any questions you may have regarding course policies and expectations, schedules, etc. Any questions you have should be sent to your instructor via IUP e-mail. At the completion of this module, you will be quizzed to assure your understanding of the course policies and information presented in the syllabus.

Introduction Writing Assignment

Compose a 250-word response to introduce yourself and tell a little bit about your interest in or knowledge of higher education. Apart from some personal information, such as your major and your expectations of college, you are required to address the following three points:

- Why have you chosen to take this course?
- What are the aspects of higher education in which you are interested or about which you have concerns?
- What do you hope to gain from this course?

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Assessment

To complete this module, do the following:

Commitment to Course Policies

Locate the Commitment to Course Policies quiz in the welcome block of the DVST 150 Moodle course page. The syllabus represents a contract between yourself and the instructor. It is important that you understand the course requirements. The Commitment to Course Policies quiz is a means to assess your understanding of the course syllabus and course policies. Prior to completing the quiz, you should read the [course syllabus](#). If you have any questions, contact the instructor via IUP e-mail. You will only be given one attempt at the quiz. Your responses will not be counted toward your grade; this is simply a means to assure your understanding of course policies and to provide you an opportunity to use the Moodle Quiz feature. To assist you in taking the quiz, the [Taking Moodle Quizzes Help Sheet](#) has been provided.

Self-Introduction Writing Assignment

Compose a 250-word response to introduce yourself and tell a little bit about your interest or knowledge in higher education. Begin by telling me a little about yourself, such as your major and your expectations for college and then move to address the following three points:

- Why have you chosen to take this course?
- What are the aspects of higher education in which you are interested or about which you have concerns?
- What do you hope to gain from this course?

Pay attention to spelling and grammar. It is recommended that you type the document in a word processing program and save a copy for yourself.

Once you have typed your response, copy and paste it into a post in the Self-Introduction Writing Assignment Forum, located in the welcome block of the DVST 150 Moodle course page.

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Quiz on the Course Commitment

1. Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations is considered plagiarism or an academic misconduct.

- *A. True
- B. False

2. An important online etiquette is to avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.

- * A. True
- B. False

3. If you have documented disability, you are expected to advise the instructor ...

Choose one answer.

- a. at any time you want.
- b. in the second week of the semester.
- *c. in the first week of the semester.

4. Which of the following is NOT a necessary technology skill for you to succeed in this course?

Choose one answer.

- a. Proficiency in Word.
- *b. Ability to create a multimedia file.
- c. Ready Access to the Internet.
- d. Sending email and attaching files in email

5. Whom could you contact should you have technical problems?

Choose one answer.

- a. Email at it-support-center@iup.edu
- b. Call the student helpdesk at 724-357-4000 between 7 a.m. and 6 p.m. Eastern Time.
- *c. Either call the helpdesk at 724-357-4000 by day or email it-support-center@iup.edu at any time.

6. A complete list of the required course material for this course includes ...

Choose one answer.

- a. College Rules!... (2007)
- b. A History of American Higher Education (2004)
- c. The Source: A Student Handbook
- d. IUP Undergraduate Catalog

*e. All of the above.

7. There are a total of six grading assignments for this course such as a self examination paper and a research paper on the impact of American higher education.

*A. True

B. False

8. IUP's "Academic Integrity Policy and Procedures" can be accessed at...

Choose one answer.

a. <http://www.iup.edu/registrar/catalog/default.aspx>

b. in the Undergraduate Catalog under Academic Policies.

*c. Both answers.

College vs. High School

Table of Contents

Use the links below to jump to the individual sections of this module:

[Overview](#) | [Objectives](#) | [Lesson Guide](#) | [Assessment](#)

Overview

You must be excited and/or proud to think of yourself as a college student. At the same time, you may wonder what your life in college is going to be like. After all, for you and most of your peers, this is a whole new experience. While the college experience varies from student to student, it is certainly distinct from high school, despite the fact that both are learning environments.

While the two experiences differ, others' perceptions of you as a student are different as well. At college, you are viewed as a responsible young adult capable of making decisions in what you consider your best interest. You are no longer looked upon as a child in your parents' care. As a result, you will experience freedom as never before. Of course, with this freedom, you will also be expected to demonstrate independence and self discipline, likely beyond your anticipation.

Indeed, the transition may be a little too abrupt for some of you. All of a sudden, you find yourself in an unfamiliar institution that has its own rules, requirements, and expectations. This module will expose you to the major differences between college and high school in academic, social, and personal areas and prepare you to cope with them to the best of your ability and knowledge.

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Objectives

At the completion of this module, the student will

- Describe the major differences between college and high school.
- Explain the decision to go to college.
- Draft a plan to meet the challenge of college based on these differences.

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Lesson Guide

Readings

- 1) *College Rules: Chapter 1*
- 2) *The Source: Academic Integrity*
- 3) *A Focus on the First Year: Chapter 1*

Complete the [College vs. High School Study Guide](#) (also available in the College vs. High School content block in the DVST 150 Moodle course page) to become familiar with the expectations of college. Upon completion of the study guide, you may check your answers using the [College vs. High School Answer Key](#) (also available in the College vs. High School content block in the DVST 150 Moodle course page). You will be quizzed on academic integrity at the completion of this module.

Discussion Questions

As you read, look for information relevant to the following questions and relate them to your own situation.

- What are the major differences between college and high school?
- How would these differences pose challenges for your first year at college?
- What would you do to meet the challenges of college?

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Assessment

To complete this module, perform the following tasks. Please note that all tasks are due by the deadlines outlined in the course [syllabus](#).

Quiz

Upon completing the “Academic Integrity” section in the *The Source*, take the Academic Integrity Quiz located in the College vs. High School content block on the DVST 150 Moodle course page. [The Taking Tests/Quizzes in Moodle Help Sheet](#) has been provided to assist you.

Discussion Posting

Upon completing this module, post your learning and response to this chapter to the College vs. High School forum in the College vs. High School content block on the DVST 150 Moodle course page. Be sure to address the following points:

- What are the major differences between college and high school?
- How would these differences pose challenges for your first year at college?
- What would you do to meet the challenges of college?

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College vs. High School

Study Guide: College vs. High School

1. What are the five things the authors suggest to help freshmen to succeed at college? In what way do they or some of them apply to your situation?
2. According to the authors, what are the six ways that college differs from high school?
3. Explain in detail what greater responsibility means.
4. Illustrate with examples the difference in instruction between college and high school.
5. What does faster pace mean to you?
6. How would fewer exams and fewer grades affect you?
7. What should you do to achieve a strong start?
8. Should you trust completely what your friends tell you about college? Why or why not?

Key to Study Guide: College vs. High School

1. What are the five things the authors suggest to help freshmen to succeed at college? In what way do they or some of them apply to your situation?

- 1) Self-discipline: making yourself do the things you need to do even though you may not like doing them
- 2) Motivation: setting a goal for yourself and thinking positively about what you are doing
- 3) A game plan: making a plan or getting your days organized around academic work
- 4) Patience: going through everything carefully and overcoming frustration
- 5) Learning strategies: having some learning methods that work well for you

2. According to the authors, what are the six ways that college differs from high school?

- greater responsibility
- class structure and instruction
- faster pace
- new ways of studying
- fewer exams
- fewer grades

3. Explain in detail what greater responsibility means.

At college, students have to do many things on their own. For instance, they will select courses they want to take within the requirements of the college; have to plan their free time wisely; remind themselves what to do and what is due; be self-motivated to get things done; wake up to be punctual for class; go to class regularly. Moreover, they have to take care of their financial matters and health and balance social life with academic obligations.

4. Illustrate with examples the difference in instruction between college and high school.

Professors may make assignments without checking on them afterwards, assuming students are responsible for getting their work done. If students do not ask questions, professors may assume they must have understood the content. If students have questions, professors usually expect students to approach them.

5. What does faster pace mean to you?

You have to spend a lot of time outside of class reading and doing the exercises in order to understand the course material. You have to spend some time reading relevant material in order to understand related topics or knowledge. In short, you have to plan your free time wisely and work harder than is apparently required.

6. How would fewer exams and fewer grades affect you?

You have to take each exam seriously. Fewer exams and grades mean you have less room to make up for the loss.

Key to Study Guide: College vs. High School

7. What should you do to achieve a strong start?

Never miss a class unless absolutely necessary; complete assignments on time; take courses you can handle without too much stress; keep informed of your progress/grades.

8. Should you trust completely what your friends tell you about college? Why or why not?

You should critically evaluate what your friends tell you because your situation (i.e., your professor, course, class, and knowledge) is likely to be different. Besides, one person's story is rarely indicative of the real situation.

Quiz: Academic Integrity

1. Which of the following is true of "Resolution by Documented Agreement"?

- a. No formal record is kept.
- b. If no resolution is reached under Option I, a conference with the student in an attempt to reach a mutually agreeable resolution must be scheduled/requested during the semester.
- *c. By signing the agreement, the student waives the right to appeal the sanctions agreed upon in the conference.
- d. If a documented agreement is not reached, the faculty member will wait until the agreement is reached.

2. How many options does the student have when charged with violation of academic integrity?

*Three

3. If the violation is alleged during the semester when classes are in session, the accused student should continue attending all classes and continue to complete course requirements through the resolution of the academic integrity case.

*A. True

B. False

4. Which of the following is NOT a violation of academic integrity?

- *a. Using a note or parenthetical citation that indicates the author and/or date of publication and page number when directly quoting and summarizing material.
- b. Class behavior which significantly disrupts the learning process or is a threat to others.
- c. Providing or receiving unauthorized assistance in coursework.
- d. Using the same paper or work more than once without authorization of the faculty member to whom the work is being submitted.

5. Which of the following is true of Option III?

- a. The department chair will contact the student to schedule a hearing to review the facts surrounding the allegation and recommended sanctions if the student is determined to have committed a violation.
- b. If a faculty member/administrator cannot reach, or chooses not to attempt, a mutually agreeable resolution with the student regarding the facts of the case or sanctions to be imposed.
- *c. If a faculty member/administrator believes that the violation is a severe case.

* indicates the correct answer to the question.

Self-Examination Paper

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Use the links below to jump to the individual sections of this module:

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Overview

You now find yourself on the university campus dotted with various buildings and strangers walking around, you may feel both excited and nervous. You may be excited because you are now a college student. You may also be nervous because you find the university so different from your former high school and, perhaps, a little mysterious because you may know so little of how it operates.

There is little doubt that your success at college depends in large part on your knowledge of the university and your proactive response to it. This assignment will prompt you to take a close look at university expectations against the backdrop of your high school experience. It is hoped that your paper will lead you to a better idea of how to succeed at college.

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Objectives

At the completion of this assignment, the student will

- Describe the major differences between college and high school.
- Outline the challenges during the first academic year based on these differences.
- Work out some strategies to cope with the challenges.
- Envision the possible impact of higher education upon his/her life.

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Lesson Guide

Self-Examination Paper

A self-examination paper documents your critical view of your feelings, thoughts, experiences, and expectations. Through self examination, you can gain a clearer view of where you are, where you want to be, and how to reach your destination at a planned pace. In this paper, you should focus on the differences between college and high school from the perspective of a freshman in order to work out a tentative plan to address the differences in a way that will ensure your success at college. You should also look to your future in terms of the mission of higher education and your purpose for going to college.

You can assume either a formal or informal tone. But in an academic paper, you should keep to a minimum the use of slang and colloquial language. Proofread your work upon completion to make sure that your ideas are well organized, conveyed with clarity and conviction, and free of spelling and grammatical errors.

Self-Examination Paper Components

In this assignment, you will be required to write a 250-word self-examination paper and post it to the Moodle forum. Your paper should include the following information:

- Major differences between high school and college
- Challenges you will face or can expect in your first year due to the differences
- Your strategies to cope with the challenges
- The possible impact of higher education on your life thanks to your purpose and the mission of higher education.

Tip: You may want to use the workbook to brainstorm and organize your thoughts.

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Assessment

Grading will be based on the content of each subtopic and the coherence among them.

A= Insightful

- All the required components are present.
- There is a smooth transition between sections.
- Ideas are well organized, and descriptions are clear and to the point.
- Your strategies are a logical outgrowth of the previous sections.
- It is almost free of spelling errors or faulty sentences.

B= Competent

- All the required components are present.
- There is some transition between sections.
- Ideas are fairly organized, and descriptions are clear.
- Your strategies and impact of higher education are linked to the previous sections.
- There are a couple of spelling errors or faulty sentences.

C or worse= Inadequate

- Description of the selected chapter content is incomplete or incorrect.
- There is a lack of transition between sections.
- Ideas need organization, and descriptions beg clarification.
- There is some gap in you strategies and impact of higher education to the previous sections.
- There are quite a few spelling errors or faulty sentences.

Direct any questions/issues with the reflection paper to your instructor. Make sure that you understand what is required of the paper and the grading scheme.

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Dear Distance Education Student:

Welcome to DVST 150: Introduction to Higher Education. In this course, you will be learning about the changing roles of higher education in American society, the value of liberal studies curriculum, and the academic, social, and psychological adjustments typical of most first-year students. You will also be learning strategies to develop your academic and personal goals, analyzing your learning/personality style, and using the style to enhance your academic and personal achievement.

In this course, we will be making extensive use of the Moodle learning management system. To participate in the course, you will need access to a computer with an Internet connection (high-speed not required but recommended) and the ability to navigate the Web and to use software applications, such as Microsoft Word and PowerPoint.

The required textbooks and materials are listed below.

1. Nist-Olejnuk, S. & Holschuh, J. (2007, 2nd ed.). ***College Rules!: How to Study, Survive, and Succeed in College***. Berkeley, CA: Ten Speed Press. ISBN-10: 1580088384; ISBN-13: 978-1580088381
2. Thelin, J. R. (2004). ***A History of American Higher Education***. Baltimore: Johns Hopkins University Press. ISBN-10: 0801880041; ISBN-13: 978-0801880049
3. ***The Source*** at <http://www.iup.edu/page.aspx?id=55857>
4. ***IUP Undergraduate Catalog*** at <http://www.iup.edu/registrar/catalog/>

You may also wish to purchase the supplemental workbook *College Success: A Focus on the First Year* by Lipsky, S. & Winstead, S. (2005). ISBN-10: 0787268550; ISBN-13: 978-0787268558. This workbook provides you with some hands-on activities to complement the information presented in the course and the course texts. Be sure to that you have purchased all of the required course materials *prior to* the start of the class.

To assist you in planning and to assure that everyone gets the most out of the course, instruction has been divided into course weeks based on topics or chapters. Each course week, including the topic(s) to be covered and the work to be completed by the specified time, are outlined in the attached course syllabus. Course weeks run from Sunday at midnight until Friday at 11:59 p.m. Eastern Time (ET).

I will check e-mail daily until 10 p.m. (ET). I also have scheduled office hours Tuesdays and Thursdays from 11 a.m. until 12 p.m. (ET). During these office hours, you may contact me via telephone or online chat.

To assure your readiness for the first official day of class, please complete the preparatory steps and activities listed on the attached sheet and review the attached syllabus prior to the first official day of class—(Month Day, 20xx).

Should you require assistance in this process, please feel free to contact me Monday-Friday between the hours of 9 a.m. and 10 p.m. (ET) using the contact information listed below.

Dr. Danhua Wang
203 Pratt Hall, Indian University of Pennsylvania
Indiana, PA 15705
724-357-2729
dwang@iup.edu

I look forward to working with you.

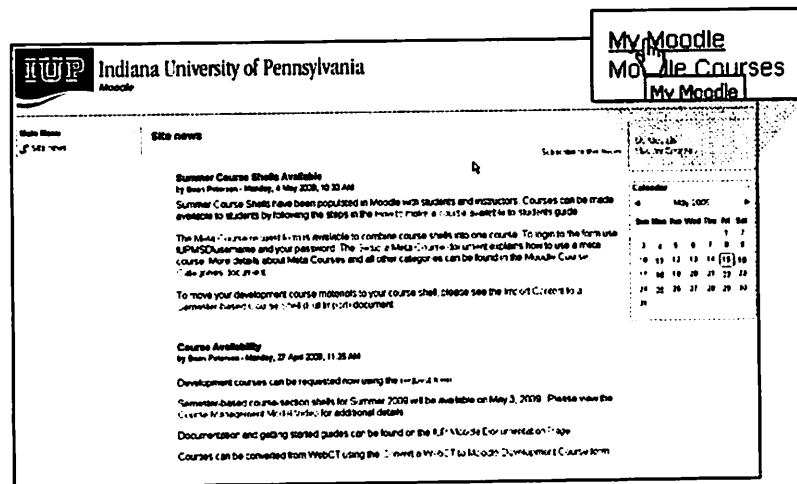
Sincerely,

Dr. Danhua Wang

Course Preparation Checklist

1. Access the IUP Distance Education website at <http://www.iup.edu/distance> and read the Student Responsibilities. This statement outlines important policies of which you should be aware before taking an online course.
2. Your IUP e-mail account is the official means of electronic communication with the University. You should check your e-mail to assure that your account is active. You will want to check it often throughout your enrollment to keep up on important course and University information. To access the system, visit <http://imail.iup.edu>.
3. Our course uses the Moodle learning management system. To access the system, visit <http://moodle.iup.edu>.
4. Enter your username and password when prompted. This information will be the same as your IUP computer network account. If you do not know this information, you can obtain it at <http://ursa.iup.edu>.

Once you have logged into Moodle, click the My Moodle link in the upper right-hand corner to access your list of courses.



Choose DVST 150 from the list to access the course page. You should attempt to become familiar with Moodle prior to the course. The course includes a handout, A Brief Introduction to Moodle. Information may also be obtained at the IUP Moodle Landing page at <http://www.iup.edu/moodle>.

5. Purchase the textbooks and associated materials as outlined in the course syllabus. These materials will be required for the successful completion of the course.
6. Download any necessary software as outlined in the course syllabus. This software will be required to run or view much of the online content.
7. Prior to the first official day of class and complete the following:
 - a. Look around the course and become familiar with the location of everything.
 - b. Complete the Introduction to DVST 150 module in the welcome block of the DVST 150 Moodle course. This module will familiarize you with the course content and expectations.
 - c. Please e-mail to your instructor any questions that you may have regarding the course.
8. You should keep this letter and the IUP technical support numbers handy in case you are unable to access your account information or the course. The IUP technical support contact is

IUP Technology Service Center
724-357-4000
it-support-center@iup.edu
<http://www.iup.edu/itsupportcenter>



People

- Participants

Activities

- Assignments
- Forums
- Quizzes
- Resources

Search Forums

Advanced search

Administration

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My courses

- Career Development Center
- Career Other
- Instruction IUP
- Internship Coordinators Resources
- cbennett Development
- Experimental
- COMM 493 Other
- Instruction Internship

Topic outline

DVST 150: Introduction to Higher Education

Welcome to DVST 150: Introduction to Higher Education! In this course, you will be learning about the changing roles of higher education in American society, the value of liberal studies curriculum, and the academic, social, and psychological adjustments typical of most first-year students. You will also be learning strategies to develop your academic and personal goals, analyzing your learning/personality style, and using the style to enhance your academic and personal achievement. For more information, please complete the tasks in this introduction/welcome block.

- Introduction to DVST 150 (Module--Start Here)

- Syllabus

- Quiz: Commitment to Moodle (PDF)

- Self-Introduction Writing Assignment

- News forum

- IT Support

1 College vs. High School

- College vs. High School (Module)

- Study Guide: College vs. High School

- Answer Key: College vs. High School

- Discussion: College vs. High School

- Quiz: Academic Integrity

- Self-Examination Paper (Project Module)

Calendar

July 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Events Key

- Global Course
- Group User

Upcoming Events

There are no upcoming events

- Go to calendar...
- New Event...

Recent activity

Activity since Tuesday, July 13, 2010, 09:14 AM

Full report of recent activity...

Course updates:

Updated Resource:

Week	Topics
14	Moodle Content: Impact of American Higher Education Reading: <i>A History of American Higher Education</i> : Chapters 5 & 6, paying close attention to the following sections: <ul style="list-style-type: none"> ▪ Women’s Colleges ▪ The “Collegiate Ideal” and Black Colleges ▪ Exclusion and Selective Admission ▪ The New Women’s Colleges ▪ African Americans and Higher Education Quiz: Impact of American Higher Education (2)
15	Moodle Content: Review Discussion Posting: A Renewed View of My University Career Assignment Due: Research Paper

* This is a tentative schedule of class activities and deadlines over the course of the semester and is subject to change.

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Bibliography

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